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UNIT I SEAFARER'S PROFESSION

Grammar Part

Explanation 1: A simple English sentence consists of 3 basic elements: a subject, a verb (to be), and an object. It may vary in order so that one can choose any structure. Let us see how a basic text looks like.

☐ This *is* a liner. That *is* a motor boat. They *are* reliable vessels. These vessels *are* at the berth. Those *are* cargo vessels. The Captain *is* on the bridge at the helm. ☐
to be

I	am		a seafarer
He	is		a seafarer
She	is	+ a	a seafarer
It, this, that	is		a seafarer
We	are		seafarers
You	are	+ -s	seafarers
They, these, those	are		seafarers

Explanation 2: Instead of the verb *to be*, one can put into any other verb.

☐ We *sail* on a modern ship that *carries* different cargoes. We always *load* goods at foreign bays. Usually the watch officer *keeps* watch on the bridge, and the helmsman *steers* the course. ☐

Verb

I	V
He	V _{(ie)s}
She	V _{(ie)s}
It, this, that, one	V _{(ie)s}
We	V
You	V
They, these, those	V

Explanation 3: If we use two verbs one by one or in conjunction with other words, we place the particle *to* between them.

☐ We *sail* on a modern ship *to supply* different cargoes to the port. We *want to be* on time there. ☐

Explanation 4: If we have modal verbs before the other verb, we do not put into the particle *to* between them. The texts below serves as an example.

☐ Our ship *must deliver* coal, crude oil, and drinking water. A navigator *may encounter* many difficulties. He *should avoid* all possible obstacles. He *can enter* the port either by his own, or with the help of a pilot. ☐

Explanation 5: We use *have/has + to* or *to be + to* to express possibility, obligations or liabilities.

☐ A ship *is to sail to load* goods. It *has to be* in excellent condition. ☐

Explanation 6: Future Tense is rather simple by construction. We set *will* before the verb. A good example provides the following text.

☐ Next season we *will* work aboard a vessel as seafarers. We *will* keep watches in the engine-room, maintain the engine and other auxiliaries. The Captain *will* be in charge of a whole ship. He *will* control everything. If something is wrong, he *will* undertake urgent decisions. ☐

Lexical Drill

I. Make sentences with words in Present Simple. Add appropriate prepositions and articles where necessary. Example: The vessel moves to the bay.

A

- I. vessel – steamer – dry bulk carrier – vehicle carrier – ferry – tug – salvage tug – research vessel – multipurpose vessel – merchant ship – coaster – dredger
- II. move – sail – go forward – go ahead – approach – reach – enter – maneuver
- III. destination – bay – gulf – shore – coast – strait

B

- I. seafarers – crewmen – workers – deck-hands
- II. supply – deliver – load – unload – charge – uncharge – transfer
- III. goods – corn – wheat – grain – crude oil – coal – equipment – cargo
- IV. berth – port – sea town – wharf – quay

C

- I. seafarers – crewmen – workers – deck-hands
- II. must – can – may – should – need to – have to – will
- III. supply – deliver – load – unload – charge – uncharge – transfer
- IV. goods – corn – wheat – grain – crude oil – coal – equipment – cargo
- V. berth – port – sea town – wharf – quay

II. Describe in Present Simple the type of a ship with words below.

- a. container ship – carry – containers – and – exceed 20-40 feet in length
- b. tanker – carry – liquid cargo – and – to have – aft superstructure
- c. bulk carry – to be – single deck vessel – and – to have – 5-9 holds

III. Translate and retell the text.

I study at the Astrakhan Maritime College. My first voyage on the merchant vessel will last over 24 months. I will be on board as a cadet. My duties consist of manifold activities. I have to do with the maintenance of equipment and other auxiliary systems. It is rather complicated work, because I must pay attention to every detail. In case of some emergencies, I report to the Chief Engineer, who is in charge of my department. We often compare measurements obtained from appliances on our vessel with those in instruction-book.

I await from my future work a lot of tension. Everyday's drill concerning firefighting, ship abandoning, engine repairing is sometimes an exhausting activity, but I am proud of being a part of a big deal. I am sure that I will overcome all difficulties I face to. I know, after hard word new challenges sometimes occur. It is a sea life, and I will devote my future to it.

IV. Put into subtitles and translate.

Look for opportunities Bring positivity in your approach Do your best always
Think positive and work for success Don't worry about obstacles
Don't take your work as a burden

Your Preparedness to Handle Transition by Capt. *Rajesh Todiwan* in “The Oceanite”. July/September 2019

Change is the only constant and it keeps happening over and over again. Like the rest of the world, the Maritime industry too is going through a transition at the moment and a significant one at that. How should seafarers prepare themselves for the big change that'll have an impact on all of them? The answer lies in building ourselves and building people in our organizations. I must add that it's never an easy to handle change; every individual needs to go through a transition himself and adapt to the new environment.

The job cycle typically starts with us embarking on our professional journeys; our immediate superiors teach us and guide us on how to do the job. We learn and we climb up the ladder of growth. If we continue to discharge our responsibilities well, the organisation rewards us with promotions, incentives or recognition. We build on our expertise and reach a stage where we become the 'authority' in our jobs owing to the years of hands-on experience. Eventually the organisation promotes us to a level where we become responsible for the people who do the job that we once did.

It's an important role when we are in a position to lead. It is also a fact that very few organizations prepare their managers to lead. Great organisations are those who do not put someone in power of authority and demand results; rather they show them how to achieve those results. It is a fact that when we trust our people to get the jobs done well; we make leaders and that's how we build our people. It's important for us to mentor and make them successful.

Professionals need to be sensitive to their work environments and keep themselves updated with the latest; so as to remain relevant and adapt to the changes easily. To remain relevant one must become extremely competent and highly committed. How do you become one? Here are a few key competencies that you can build in you to become a highly skilled seafarer.

1. _____

The preparation starts with little things such as bringing positivity in our mindset and approach. This can be as simple as exercising or meditating and greeting others warmly. Also important is prioritising or focusing on the jobs on hand updating our knowledge, communicating effectively, making decisions, engaging on productivity, building our own competencies and skills. In addition; mentoring our subordinates for success are some of the ingredients that help bring positivity in our approach.

2. _____

It is said that opportunities rarely knock twice so when someone gives you an opportunity, take advantage and use it well without many expectations. Work hard; rewarding results will follow.

3. _____

Nothing can replace knowledge and skills that you develop at your work. It is your competencies that will determine the level to which you'll go in your career. Make it your mantra to deliver nothing but the best. It's okay to take breaks and come refreshed for your work to give superlative results.

4. _____

No work is exciting without the challenges that it throws at you. There is a sense of achievement in seeing yourself completing the job successfully and with ease. Obstacles are only pebbles on the pathway that don't require you to stress over them. The sea will always throw new challenges but an able seafarer will be able to handle them; that's the exciting part of his job.

5. _____

It is your work that earns you a livelihood, have respect for it and take care of it. It is the profession that makes you strive towards your goals diligently each day. Your goals make you realise your dreams so never look at work at hand as a burden. As a seafarer your job demands you to be true to your profession.

6. _____

It is not positive thinking that makes you successful; it is the positive belief which gets percolated through your body, mind and soul which makes you act in a way that you become successful. Success is a well planned goal; you set the chart for it.

Discuss the main characteristics of a seaman's job.

Name all possible advantages to be a seafarer.

What kind of difficulties can face a future seafarer?

Is it always a case that seafarer's profession is a "family" profession?

Say why you have chosen this profession?

Video Task

I

Seafaring's Social Media Superstar

by Kate Jones



Mark Phillip Laurilla (Chief Makoi) is a 39-year-old seafarer from the Philippines. A chief engineer at MTM Shipping, he has been sailing since he was 18, and says he wouldn't choose any differently if he had his time again. He's married with children, and in his spare time, he likes watching films and TV programmes.

Seafaring is by no means an unpopular profession. On internationally-trading merchant ships alone, there are an estimated 1.6 million serving seafarers globally. Additionally, demand for officers has gone up by around 24.1%, with this need forecast to increase. It's therefore no surprise that a number of seafarers, including Mark, have turned to social media to document life on the water.

Mark's videos are centred on the seafaring lifestyle. Mark explains that he tries to avoid his channel being educational as he believes that learning should be formal. However, he believes that a lot of people are unaware of what seafarers face and wants to provide them with the true picture.

II

Find on youtube Chief Makoi Channel. The title of the video is "5 Reasons to Join the Merchant Marine". Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
attitude	position towards	overheads	expenses
to hire	to engage, to employ	fee	due, tax
challenge	hard task	to commute	to use public transport
certain	fixed, exact	to require	to order, to demand
to remain	to stay	income	profit
demand	request	to sign	to mark

Name 5 reasons to be a seafarer.

Reason 1 _____

Reason 2 _____

Reason 3 _____

Reason 4 _____

Reason 5 _____

Tell within 5-7 minutes.



UNIT 2 MARITIME ACADEMY

Grammar Part

Explanation 1: The negation of a verb depends upon the Tense. In a basic Present Simple sentence with the verb *to be*, we merely attach the particle *not*.

	<i>to be</i>		
I	am		a seafarer
He	is		a seafarer
She	is	not	a seafarer
It, this, that	is		a seafarer
We	are	+ a	seafarers
You	are		seafarers
They, these, those	are		seafarers

Explanation 2: The same concerns modal verbs *must, can, should, may*.

Modal verbs

I	can (must, may, should)		V
He	can (must, may, should)		V
She	can (must, may, should)		V
It, this, that	can (must, may, should)	not +	V
We	can (must, may, should)		V
You	can (must, may, should)		V
They, these, those	can (must, may, should)		V

Explanation 3: In Future Tense, *not* is placed after *will*, so that we get *will not (won't)*.

Explanation 4: For the negation of any other verb in Present Simple, we apply the auxiliary verb *do/does*.

	V	
I	do not (don't)	V
He	does not (doesn't)	V
She	does not (doesn't)	V
It, this, that, one	does not (doesn't)	V
We	do not (don't)	V
You	do not (don't)	V
They, these, those	do not (don't)	V

Explanation 4: Adverbs of Frequency are usually placed in front of the main verb but after the auxiliary, and after the verb *to be* as a main verb:

The Bosun usually goes asleep up at 12 o'clock at night.

The Captain often works overtime.

He never lets the crew to be in panic while sailing through the rough sea.

The Chief Engineer seldom has free time.

The Bosun sometimes rigs the pilot ladder himself.

Sometimes the pilot rigs the ladder himself.

We are never tired.

The Mate always watches loading operation.

The Mate is still on the bridge.

The Cadets are both on duty at the moment.

Explanation 5: Time: 12.00 – twelve o'clock (noon); 12.15 – quarter *past* twelve; 12.30 – half *past* twelve; 11.45 – quarter *to* twelve; 00.00 – midnight.

Lexical Drill

I. Make negative sentences with following words in Present Simple. Use appropriate prepositions where necessary.

I. We – sail – rough sea – bad weather

II. The Captain – to do – not – find – extinguishers

III. The ship – to be – port.

IV. He – send – emergency signal

V. The Messman – need – additional provision

II. Put adverbs in right position.

I. He is busy (never, always, sometimes, seldom, still, usually).

II. He leaves his duties (never, always, sometimes, seldom).

III. Say the time.

13.35; 17.24; 09.10; 18.00; 11.05; 03.25; 08.50; 10.55; 19.40.

IV. Put into word combinations and translate.

The view that	For example	Backing that up	According to	He tells
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Taking Responsibility for Seafarers
by *David Hughes* in “The Sea”, 2019

If you ask seafarers what ship managers have in mind when thinking about their crews the answer is likely to be “money”. 1. _____, the statistics show that, on average, crews have been costing ship operators less year by year for some time, which would suggest that ship managers have focused on reducing expenses on crew wherever and whenever possible. Crew costs now account for about half of a ship’s operational budget.

Intermanager’s general secretary, Capt Kuba Szymanski, shares the view that it is all about costs. *The Sea* asked Capt Szymanski how ship managers can improve the working and living conditions of seafarers. He replies: “Let’s be blunt about it. Financial, monetary factors obviously.”

But he adds: “Having said that, I am very pleased to see what our members are doing already. They understand that what is good for their employees is actually good for their customers too. Therefore a win/win situation.”

2. _____, financially and in the longer term, what is good for the seafarer is also good for the ship operator is shared by Andrew Linington, communications director at seafarers’ union Nautilus International. 3. _____ *The Sea* that until recently, the effects of the 2008 financial crisis had over-shadowed the industry and that ship managers had to focus on cutting costs. Partly they were able to do this because of the officer and skilled rating shortage that had started to bite prior to

2008, which became such a problem for ship managers as world trade slowed. That focus is now changing, says Mr Linington, especially as an acute shortage of officers with specialist skills bites. He says that ship managers are becoming worried about crew shortages, of both officers and ratings, and are trying to boost retention rates.

4. _____ Mr Linington it is possible to see real changes for the better at the best companies. He mentions too that another driver to improve the welfare of seafarers is the enforcement of regulations by flag state and port state authorities.

5. _____, the six-on, six-off watchkeeping pattern for deck officers is under increasing scrutiny in some jurisdictions.

V. Build sentences in Present Simple with words from the text above.

Average, crew, to cost, to share, obviously, employee, skilled, shortage, to worry, to increase, to be able to, conditions, recently, to improve, authorities, prior to, welfare, customer, to suggest.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Are You Tough Enough to Study in this Academy?”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
to seek after	to care of	to update	to modernise
competitive	ambitious	to issue	to emerge
to explain	to clear up	to account for	to bear duties
entirely	whole	muster	review
to retain	to hold, to contain	to encourage	to stimulate
to ensure	to guarantee	to deploy	to use
to proceed	to continue	to be composed of	to consist of
duty, obligation	liability	brief	shortly
requirement	need, request	mess	disorder
immediate	at once	access	admission
to acquire	to get, to purchase	research	exploration
to resume	to start	to conduct	to lead
merchant	trade	to commence	to begin
to involve	to entail	to maintain	to support
therefore	thus	arrangement	action
to confirm	to authorize	to attend	to be present at
to assemble	to gather	to dedicate	to devote to
to implement	to carry out	environment	nature
objective	purpose, aim, goal	to be capable	to be able, to enable

Describe the Daily Routine of cadets at Philippine Merchant Marine Academy

4.30 a.m.	7.30 a.m.	17.30 p.m.
4.35 a.m.	8.00 a.m.	18.00 p.m.
4.45 a.m.	12.00 a.m.	18.45 p.m.
5.00 a.m.	13.00 p.m.	19.00 p.m.
6.00 a.m.	17.00 p.m.	21.15 p.m.
7.00 a.m.	17.10 p.m.	21.45 p.m.



UNIT 3 EXCURSION ON A SHIP

Grammar Part

Explanation 1: Past Tense indicates that something happened yesterday, some time ago. We have two possibilities to build Past Tense – by adding *-ed* to the verb or by changing the root. Skim over the text below.

☐ Yesterday I *visited* a ship and saw new equipment. The ship *arrived* at the port a week ago. It *was* a very large vessel. I *took* much interest in the propelling machinery. I *went* down to see the engine-room. I *noticed* that there *was* much automation on this ship. The chief engineer *explained* to me how to start, to reverse and to stop the turbine. While I *was* aboard I *got* much useful information. ☐

	V	
I	V _{(i)(ed)}	root changing
He	V _{(i)(ed)}	root changing
She	V _{(i)(ed)}	root changing
It, this, that, one	V _{(i)(ed)}	or root changing
We	V _{(i)(ed)}	root changing
You	V _{(i)(ed)}	root changing
They, these, those	V _{(i)(ed)}	root changing

be	was	been	PART ONE	drive	drove	driven
beat	beat	beaten		eat	ate	eaten
become	became	become		fall	fell	fallen
blow	blew	blown		feel	felt	felt
break	broke	broken		find	found	found
bring	brought	brought		fly	flew	flown
build	build	build		get	got	got
buy	bought	bought		give	gave	given
catch	caught	caught		go	went	gone
choose	chose	chosen		have	had	had
come	came	come		hear	heard	heard
cost	cost	cost		know	knew	known
cut	cut	cut		leave	left	left
do	did	done		make	made	made
drink	drank	drunk		meet	met	met

pay	paid	paid	PART TWO	sleep	slept	slept
put	put	put		speak	spoke	spoken
read	read	read		spend	spent	spent
ring	rang	rung		stand	stood	stood
rise	rose	risen		steal	stole	stolen
run	ran	run		swim	swam	swum
say	said	said		take	took	taken
see	saw	seen		teach	taught	taught
seek	sought	sought		tell	told	told
sell	sold	sold		think	thought	thought
send	sent	sent		throw	threw	thrown
shoot	shot	shot		wake	woke	woken
sing	sang	sung		wear	wore	worn
sink	sank	sunk		win	won	won
sit	sat	sat		write	wrote	written

Explanation 2: For the negation of the verb *to be*, we attach *not*.

to be

I	was not (wasn't)
He	was not (wasn't)
She	was not (wasn't)
It, this, that, one	was not (wasn't)
We	were not (weren't)
You	were not (weren't)
They, these, those	were not (weren't)

Explanation 2: The same concerns modal verbs *could*, *might*.

Modal verbs

I	could not (might not)	V
He	could not (might not)	V
She	could not (might not)	V
It, this, that	could not (might not)	V
We	could not (might not)	V
You	could not (might not)	V
They, these, those	could not (might not)	V

Explanation 3: In Past Future Tense, *not* is placed after *would*, so that we get *would not* (*wouldn't*).

Explanation 4: For the negation of other verbs, we use the auxiliary verb *did*.

	V	
I	did not (didn't)	V
He	did not (didn't)	V
She	did not (didn't)	V
It, this, that, one	did not (didn't)	V
We	did not (didn't)	V
You	did not (didn't)	V
They, these, those	did not (didn't)	V

Lexical Drill

I. Build positive and negative sentences in Past Simple. Use appropriate prepositions where necessary.

- I. We – sail – through – the strait – fair weather
- II. The Captain – can – find – extinguishers
- III. The ship – to be – port.
- IV. He – send – emergency signal
- V. The Messman – need – additional provision

II. Put into subtitles and translate.

Emotional well being Limited scope for personal and professional growth
 Unsafe work conditions Physical Fitness Extreme weather conditions
 What makes sailing a tough job? Lack of proper training Work life balance

Challenges of the Sea and the Mighty Sailor Ms. Laxmi Todiwan in “The Oceanite”. October/December 2018

The sea is vast and holds many secrets. There are things about it the man knows and there are many that are beyond his imagination. When the sea is so mysterious the job that's on the high seas can't be any less.

1. _____

Working at sea has been recognized as one of the ten most dangerous professions in the world. It's not a job for the weak hearted; one needs to work under immense pressure and trying conditions. The sailor is away from his family for months together with little communication. All professions come with their own set of pros and cons, the grass always looks greener on the other side and the rest of the world might see a shipping job as adventurous and having many perks such as good

wages as well as travelling the world. It's certainly there and with the right mindset and preparations one can have a fulfilling, exciting and successful career in the Merchant Navy. I shall share here what I have heard and experienced with my Master Mariner husband, who is in the profession for the last 25 years. Remember a smooth sea never made a skillful sailor!

The sea is unpredictable, what lies within no one knows hence just go with the tide and do your best. Sailor stories have been full of fascination and mystery and the sea holds deepest secrets. What does it take to be the man who goes to the sea and has made his career in the shipping industry.

2. _____

It's a very demanding job, odd hours of work; working under difficult conditions requires one to be in the best of his health. Ships are always in motion, there's heavy rolling or pitching. One cannot even get decent sleep and has to manage his work with sleep deprivation. I know there have been times when as a captain of the vessel, my husband has been at the maneuvering for more than 36 hours with hardly any time to take a nap, forget the sleep.

3. _____

Work schedules onboard are extremely stringent. One works with crew from different nationalities and there is regular crew change, working with new teammates becomes easy ground for conflicts. Also there is separation from their families which can lead to psychological issues. It is said that a sailor needs to be physically strong and mentally tough and alert always. Family needs to understand his work and also the same is expected from the shipping companies after all a sailor is human too; super may be but basic emotional quotient is the same for all. Sailors have tremendous control. I have seen me losing it but not my sailor and when he does itthen God save!

4. _____

The ships move in different parts of the world across different time and temperature zones. Seafarers are exposed to extreme weather conditions especially during long voyages touching many countries or continents; moving from hot and humid tropical regions to the extremely cold conditions of the Northern or Southern hemispheres.

They need to acclimatise themselves to all kinds of weather conditions. Long and continuous exposure to direct sunlight and harsh weather while working on the deck or extremely high temperature and noisy environment in the engine room can have an impact on their health and general well being. We live in the comforts of our climate controlled homes and offices but the sailors live by what the nature gives them. That makes them adaptable to everything and their needs being very little. One must check a sailor's wardrobe; it'll be testimony to how little he needs.

5. _____

Not that the work is unsafe but due care needs to be taken and SOPs are to be followed to the T. Ship uses many equipments or could be carrying hazardous cargo that needs one to go by the book. Many accidents have been reported in the recent times involving people falling into fatality or ignoring SOPs and losing their lives.

Safety is of utmost importance, I have often heard from my husband that if there is doubt then doubt exists, act accordingly. You can't afford to take anything lightly while onboard.

6. _____

Shore based training conducted by certified professionals also may not be good enough if such training is being imparted in set ups that lack the right ambiance and equipments and are conducted by those who are not familiar with the latest trends themselves. The training has to be updated and current. Good training and preparations make things much easier on the ship. It's good to understand the nitty gritty of the vessel and equipments being used. Comprehensive training involving marine equipment manufacturers, suppliers and shipyard personnel thus becomes the best form of training for the seafarers especially for the top four. For other levels-knowledge and skill based training and refresher training programmes are a must.

7. _____

Career in the merchant navy starts off for a mariner as a deck or engine cadet and grows up the hierarchy. The deck cadet or engine cadet becomes a Captain or the Chief Engineer respectively when career is planned well. It's much faster now; some manage to clear their competency courses and exams within 10 to 12 years.

There's hardly time for any other skill to be learnt or courses to be pursued. While on leave or between contracts certificate renewals and mandatory company sponsored courses are to be taken up. One ends up running a ship with hardly anything else beyond that and can find his job monotonous or hardly exciting. Here, shipping companies need to help the seafarers with succession planning. This will improve their performance as well as better retention of the staff; which will solve many turnover issues for the shipping companies.

8. _____

If you tell this to a sailor he'd ask, "What's that?" They are away from home for nearly 4-5 months. While on their break, they recharge their batteries and want to spend time with family and friends. While the seafarer has the time others might be busy with their routine work. They need to catch up on a lot of things that they might have missed out on. When it's all on one level; it's time for them to go back. They miss important benchmarks within the family. Could be missing out on the birth of the child, birthdays, anniversaries; forget about the events like their children's PTM or the annual programs that every child wishes to see his parents at.

Working on ships is tough but something can be created around it by the organisations they work for so that the seafarers lead a quality and fulfilling life. People working on ships also must develop the right attitude towards their jobs. They must not only follow the routine onboard but also find time around their work to engage in self development activities as well as hone their interpersonal skills. While at home they must sit with their families and chart out the activities that they'd like to do together as "a family". Even small outings and family get-togethers can be planned not just the longer vacations. All these can help create work life balance for the seafarers. No matter how tough the sea, tougher is the sailor! There's a strong connection that he makes with the sea and that bond keeps calling him back.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Exploring the Decks of a Cargo Ships”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
to carry out	to fulfill, to realize	destination	target
to be furnished	to be equipped with furniture	berthing	mooring
device	appliance	in essence	basically
to keep from	to stay away from	to designate	to mean
collision	clash	emergency	critical situation
grounding	to run aground	chip out rust	cut out rust
hazard	danger, risk	to remain	to stay
speed	velocity	chamber	room
to be sure in	to be aware of	layout	draft

What is the 1st room the Captain shows us?

Where is he going next?

Whom does the Captain meet here?

What equipment is used on the bridge?

What must a navigator avoid while sailing?

How often is the bridge available?

What are bridge wings used for?

What is placed above the bridge?

What is a D-Deck?

Do all ships have a D-Deck?

What is located on the C-Deck?

Who lives in cabins on port-side and who on starboard of the C-Deck?

What does the size of a cabin depend upon?

Whose room is the largest?

What is located on the B-Deck?

What is the A-Deck accommodated for?

Name the rooms on the A-Deck.

Name the rooms on the Upper-Deck.

Where do the doors of the Upper-Deck lead to?

What can we see on the aft section?

Where is the forecastle?

What is placed here?

Retell the Video



UNIT 5 CREW'S CABIN

Grammar Part

Explanation 1: Pronouns are an essential part of our speech. The paradigm of English pronouns is given in the scheme:

Personal	Possessive	Object	Possessive	Reflexive
I	my	me	mine	myself
he	his	him	his	himself
she	her	her	hers	herself
it	its	it	its	itself
we	our	us	ours	ourselves
you	your	you	yours	yourselves
they	their	them	theirs	themselves

He sends me our documents = He sends me *them*.

It is *my* documents, thus they are *mine*, not *yours*.

He washes *himself* early in the morning.

Some friends of *mine* are sailors = Some *my* friends are sailors.

Explanation 2: We use *much/many* (*a lot of, lots of*) for “много”, *little/few* for “мало”. Yet *much/little* indicates uncountable nouns, while *many/few* countable.

I have got much/little information (pleasure, money).

I have got many/few books.

Explanation 3: We use *a little/a few* “немного” to express positive action or possession. The rule remains the same.

Have you got water? – Yes, a little (+) vs Yes, but very little (-).

In a few minutes, he will arrive.

Explanation 4: *Some* is used in positive or “Would you like...?” sentences: “I have *some* books”; “Would you like *some* tea?” *Any* is used in positive sentences with the meaning “любой”, in negative sentences and in questions: “I like *any* books” (любые) vs “I like *some* books” (некоторые); “I don't have *any* books”; “Do you have *any* information?” Notice: *Some* and *any* do not depend upon countable/uncountable nouns they refer to.

Lexical Drill

I. Build 5 positive and 5 negative sentences in Present and Past Simple with pronouns.

II. Put appropriate pronouns into the gaps. Translate the text.

Discovering the World in “Navigator”. 2013, Issue 2

Under the spotlight of this issue is merchant navy cadet and Second Officer, Samantha Mason, who is currently enjoying a year travelling round the world.

What interested 1. _____ in a seafaring career?

Before discovering the merchant navy cadet scheme I was a scuba dive instructor and have always loved the sea. At first, I was drawn to a life at sea by 2. _____ admiration for officers I saw on a ship; then when I discovered the opportunities available to 3. _____ through training, and the future possibilities regarding pay and the ‘time on, time off’ ratio, it seemed a perfect fit.

What career path has led to 4. _____ current position?

After 5. _____ initial training with Trinity House, they offered 6. _____ my first job as Second Officer. Although it was not deep sea, I feel the experience I gained on single watch keeping, involving coastal sailing, plenty of collision avoidance and constantly changing passage planning, was greatly beneficial to 7. _____ growth as a new officer.

Where do you see 8. _____ career going from here?

I am excited about the opportunities in the maritime world. I would like to experience different ship types and, over time, follow the natural progression and climb the ranks to Chief and Master. If I ever feel the need to leave the sea, I would consider studying maritime law. Having goals is important, but so is flexibility to adjust to opportunities when they arise. I intend to go with the flow, work hard and see where 9. _____ career takes 10. _____.

What are the greatest rewards for 11. _____ life at sea?

Time off allows 12. _____ to do what I want in 13. _____ personal life; for example, 14. _____ current job has allowed 15. _____ to travel the world for a year. The job 16. _____ is impressive and living on a ship is an experience few are privileged enough to enjoy. Of course, the stunning views and chance to see new places is the cherry on top.

Tell us a bit about 17. _____ time travelling?

I am currently travelling round the world for a year. I began in Argentina, explored Brazil, Bolivia and Peru, then travelled round New Zealand. I experienced my first cyclone in Fiji, and now I’m about to visit Australia. Yet to come is Thailand, Cambodia, Laos and Vietnam, then Nepal and India. I’m living the dream. Although I’m travelling on a budget, I’m determined not to let amazing experiences pass 18. _____ by. If anything, travelling has made appreciate 19. _____ job even more, because it allows 20. _____ to live the way I wish. I love being at sea.

III. Put verbs into Past Tense. Translate the text.

Poor Leadership; Explosive Results in “Navigator”. 2017, Issue 15.

What happened?

A tanker **(to be)** transporting around 22,000 tonnes of methyl ether (MTBE), as well as several million litres of ethanol. At her first port of call, the MTBE **(to be)** unloaded, but the empty tanks **(to be)** not filled with inert gas to reduce the risk of explosions as they should have been. Once back at sea, a senior officer **(to order)** junior crew members to open all the empty tanks for cleaning. The tanks still **(to contain)** MTBE vapours, which mixed with oxygen to cause a highly flammable mixture. The MTBE **(to flow)** out onto the decks, and collected in pockets at various places.

As cleaning progressed, crew members **(to begin)** to blow compressed air down the cargo lines to clean them, unaware of the danger that a resultant static electrical charge could cause a spark that would ignite the vapour. The spark **(to occur)**, and there **(to be)** two major explosions. In the panic, there **(to be)** little or no attempt at an organised evacuation. Crew members **(to jump)** off the vessel as she sank – most with lifejackets; none with survival suits. Despite rescue efforts by the coast guard, the only survivors **(to be)** six crew members who had managed to climb onto a raft.

The issues

The senior officers **(to discourage)** questions from junior crew members and actively **(to prevent)** them from learning how to do their jobs safely. The tanks **(to be)** not rendered safe with inert gas after the MTBE was delivered. Inexperienced crew members **(to carry)** out highly dangerous processes when cleaning the tanks and **(to receive)** no supervision or correction. Safety measures such as immersion suits and regular fire and lifeboat drills **(to be)** absent.

Why did it happen?

From the start, the three senior officers on board had created an atmosphere of fear and intimidation. Junior crew members **(to feel)** unable to question unsafe decisions made by their superiors and **(to be)** actively prevented from reading safety, quality and environmental protection management documents.

The senior officers also **(to fail)** to train their subordinates in the technical skills they **(to need)** to work proficiently. When the CO **(to order)** an unsafe cleaning process that ultimately **(to lead)** to an explosion and the loss of the vessel, junior officers did not have the knowledge or the confidence to question it. Fire and lifeboat drills **(to be)** infrequent, making the aftermath of the accident even more catastrophic.

IV. Build sentences in Present or Past Simple with words from the text above.

Several, empty, reduce, to cause, to occur, attempt, to sink, despite, effort, survival, raft, to render, to deliver, to measure, to immerse, fear, to fail, loss, aftermath.

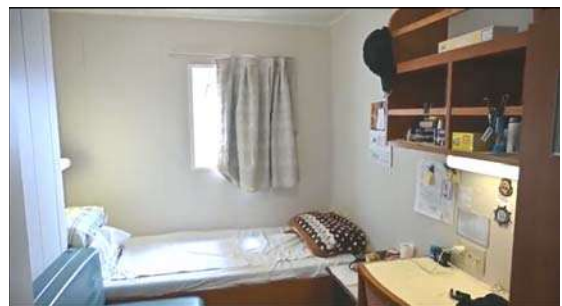
V. Discuss the situation happened in the text.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Cargo Ship Cabins – What do They Look Like”. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
to carry out	to realise, to fulfill	to reach	to achieve
purpose	aim, goal, target	sense	filling
to confirm	to affirm	to believe in	to accept
damage	breakage	garbage	litter
inside	internal	requirement	request, order
to cause	to do, to lead to	value	price, assess
mishap	failure	owner	possessor
maintaining	support	welfare	prosperity
reason	cause	facilities	rooms
top notch	excellent	to leak	to drip
bare	uncovered	in these instances	in this case
to comply	to fulfill	to remind of	to give notice
majority	the biggest number	matter	problem
lack	shortage, absence	fault	failure
lavatory	bathroom	to expect	to wait for, to await
plumbing	water conduit	to provide with	to supply with
busted lights	damaged lights	earful	angry reprimand
to belong to	to possess, to own	conducive	favourable

How does a common crew's cabin look like?
 How is it different from that of the Captain?
 Why does the Captain make an inspection of the cabin?
 What does he check?
 What concern worries this inspection?
 What has to be correct?



*Describe any room on a ship using constructions “there is ...”, “there are ...”.
 Tell within at least 5 minutes.*

UNIT 5

ENGINE'S ROOM

Grammar Part

Explanation 1: Questions are of various types. They can be either with or without a question-word. If we build a question with the verbs *to be*, *will*, *modal verbs*, we simply place them in appropriate Tense on the first position or after a question-word. If we use any other verb, we place *do/does* in Present Simple or *did* in Past Simple on the first position or after a question-word. Let us have a look.

Is this a vessel?
Are those save boats?
Will you *be* a Cadet?
Can you *give* me instructions?

What *is* this?
How far *is* that island?
When *will* we *sail* again?
Why *can't* you *give* me a log?

Do they *provide* food?
Does he/she *stay* on board?
Did he/she/they/you/we/ *send* mail?

Explanation 2: After question-word *whose*, we usually put a noun (Whose book *is (was)* this? Whose phone *rang*?) or leave it unmarked in case of obvious information (I see a book and ask: “Whose is it?”). Who-question is also simple to construct, e.g. Who *sails (sailed)* abroad? We do not use *do/does/did* in such questions. The same concerns What-question, if *What* indicates a main subject, e.g. What *happened*? but [What *does* it *mean*] or [What *did* he *do*?]; in this sentences *What* depends upon *it* and *he*, so we place an auxiliary verb. In Past Simple Who-question may be with *did*, expressing reverse meaning to that without *did*. Compare: Who *saw* you? (Кто видел тебя) *vs* Who *did* you *see*? (Кого ты видел?).

Explanation 3: Some verbs are connected with prepositions. In question it is also a case (What *does* it *depend on*?; What *are* you *interested in*?).

Lexical Drill

I. Build questions to each word in the sentence.

- I. The Captain prepares the documents for revision.
- II. The crew members keep watching by schedule.
- III. Our ship is at the sea port.
- IV. We will load the cargo next week.
- V. He can deliver goods in time.
- VI. The wind damaged the mast.
- VII. The Bosun changed the last voyage program.
- VIII. This map belonged to me.

II. Put into subtitles and translate. Discuss the situation.

The Incident

The Happy Ending

Introduction

Crises Management in Work

Master in Action

The Ship With Five Anchors

by Siddiqi F. & Dhar S. in “The Oceanite”. October/December 2017

1. _____

Running a ship is never an easy task. No sailor claims to have full understanding of the internal systems of a ship. Externally, her environment is controlled by Nature's (or the Almighty's) whims. No sailor could claim to have full understanding of that either. As a sailor on board, one can only try to solve problems somehow as they occur, by the experience they have.

It is even more difficult for Superintendents to solve the problems from shore, because they do not even have the advantage of being in the situation. Superintendents can only imagine the conditions. Only tool for them is feed-back from the Ship Board Management.

What happens if it is an unprecenented or very rare problem? And one of the solutions – if followed – is threatening to throw away the entire costing and voyage plan?

2. _____

This article is a story of one such situation.

One Winter, our ship was anchored in treacherous territorial waters of those who once owned the Jewel in the Crown. Ship Managers were stationed in Eastern Longitudes (city of Lions) – and owners were close to the International Date Line. Total of 9 hours separated the ship from the owner / manager.

The Master was asked to anchor the ship upon arrival and wait for orders from local Port Control. It was icy cold with extremely rough sea conditions & gale force winds. Vessel was kept waiting at anchor for 3 days.

Due to poor visibility and extreme bad weather, all berthing operations had earlier been suspended. As the weather improved, she was ordered to weigh anchor and move to Pilot Boarding Ground. Confident of the charts, the Mate & Master went ahead with heaving up operation. Heaving the anchor appeared extremely slow, but the winches were somehow successful. When the anchor flukes cleared the waterline, 3 additional anchor chains were seen to be twirled and entangled on the anchor shaft.

These would have been Anchors/Chains of those other ships who may have faced similar trouble in the same anchorage. They must have cut and abandoned their chains quietly and sailed away without reporting. Fortunately, the weather was turning hostile again, so the Pilots postponed all plans to come out to board. The anchor was dropped back and Master reported the matter to offices of the owner and the manager.

3. _____

Owners went ahead with proactive planning that morning. They quickly

appointed local protective agents, arranged advance bank remittance, prepared to hire deep sea-divers and sub-sea welders, a tug, and floating barge and other paraphernalia; to get rid of the 3 chains. Projected Minimum Expenditure – € 150 K.

Did you notice that the proactive planning was done alone, by owners? Well the Manager's office was ticking independently. It wondered as to how can a ship drop one anchor and pick up 4 of them.

Master was contacted and asked to re-check his position. Had he dragged anchor? After checking, it was confirmed that she had indeed dragged by around a mile. Ah! That is how the chains came up entangled. No one had noticed her drag in the dense fog!

It was not the time to berate the watch keepers. Managers were keen upon solving the problem. So they advised to lift her anchor once again. Be sure just to clear the flukes off the sea bed; and start to move Dead Slow Astern, slowly away from the anchorage; in order to be able to negotiate out & away from the area. Their reasoning: if the anchor had dragged once, it would perhaps easily drag again.

4. _____

It was done. The vessel smoothly moved another mile astern and Master reported that vessel had no problem moving astern. The 3 extra anchors were smoothly dragging with the vessel. Office confirmed with the Master, this was a good sign. Since weather was worsening. Master was requested to continue dragging astern, gently but slowly and look for any sheltered bay or area nearby. He mentioned a location about 12 miles astern, which may (or may not) be suitable. It did take nearly 8 hours of slow and gentle Dead Slow Astern all the way. The ship was stopped many times, in between, to heave and see the condition, then lowering again and continuing astern.

By early next morning 4AM, all 3 extra anchors and chains had fallen off the anchor one by one; stuck probably to the same sub-sea obstacles because of which they were initially abandoned.

5. _____

Owners were then asked to cancel all their prior made arrangements – Agency Appointment, Bank Remittances, Sub Sea Divers, Tugs, Barges, Workshops – et all. The ship remained anchored 2 more days awaiting safe berthing conditions and hence no delays and no off-hires to the vessel occurred. Owners Comment on the Incident: “Unbelievable!” Managers Response: “For us too – Unbelievable!”

III. Put into appropriate words and translate.

started	resumed	involved	emailed	stopped	related
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Engine Issues in Bad Weather in “CHIRP Maritime”. Issue 63, 2021

A seafarer asked us to report some issues _____ to their engine which he thinks compromises the vessel’s navigation safety. According to him, they are unable

to navigate at full speed because of the engine issues and the situation may be especially hazardous when there are large waves and strong winds. The vessel _____ was a ten-year-old 'Supramax' bulk carrier of 57,000 DWT, several days into an ocean passage.

The ship had sailed five days previously but on the day after sailing the engine problems _____. Two days after sailing the ship was _____ for 10 hours to change an exhaust valve and piston. The parts fitted were not new but rather 'used but good'. After the engine maintenance, the vessel _____ passage but only an hour later had to reduce speed due to exhaust valve and temperature issues, the vessel then had a speed of 3-5 knots. The weather at the time was wind force 6-7 with a wave height of more than 4m. The captain and chief engineer were of one nationality with all other ranks being of a different one. The following day the reporter _____ CHIRP Maritime that the engine was better, and the plan was to increase speed after further checks on the fuel injectors. Although CHIRP Maritime attempted to contact the reporter again, there was no further engagement, although we did follow the vessel's progress to its port of destination on a vessel tracking site.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is "How to Start the Ship's Main Engine: from Preparation to Full Away". Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
to appear	to occur	surface	area
speed	velocity	to engage	to hire, to attract
auxiliary	additional	by means of	by using
to ensure	to guarantee	pressure	push
within	during	volume	amount
gear	tool	capacity	output, power

How many systems are applied for starting ship's engine? Name them.
 What is the time limit for the ship's engineer to prepare the engine?
 What is the first thing to do for the engineer?
 What is used for lubrication operation?
 What is the pressure volume of the air in compressors?
 What controls the air injection?
 Why is it necessary to blow out the engine before starting?

Retell the Video



UNIT 6 NAVIGATION SYSTEMS

Grammar Part

Explanation 1: In everyday's situations we often use phrases concerning the moment of speech. For such reasons, we chose Present Continuous Tense.

☐ The ship *is sailing* to the port. The dock workers *are waiting* for her. ☐

	<i>to be + V_{ing}</i>			
I	am			V _{ing}
He	is			V _{ing}
She	is			V _{ing}
It, this, that	is	(not)	+	V _{ing}
We	are			V _{ing}
You	are			V _{ing}
They, these, those	are			V _{ing}

Explanation 2: If the process of speech lasted during some time in the Past, we use Past Continuous Tense. We apply the same rule as above merely setting *to be* in the Past.

☐ The ship *was approaching* the port, when the storm *started*. ☐

Past Continuous

Past Simple

Explanation 3: If the process of speech lasts during some time in the Future, we will use Future Continuous Tense.

☐ The ship *will be sailing* to the port at this time tomorrow. ☐

	<i>to be + V_{ing}</i>			
I	will	be		V _{ing}
He	will	be		V _{ing}
She	will	be		V _{ing}
It, this, that	will	(not) be	+	V _{ing}
We	will	be		V _{ing}
You	will	be		V _{ing}
They, these, those	will	be		V _{ing}

Explanation 4: ING- indicator is also used for Participles and Gerundive.

☐ I was glad *sailing* with this crew. *Sailing* is a difficult process. ☐

Lexical Drill

I. Put verbs into Present or Past Continuous Tense. Translate.

MERRY MARINER

by A.K. Girisam in “The Oceanite”. October/December, 2017

A. Girisam is a sailing Chief Engineer on ships. Gleaned from more than thirty years of sailing and working as a sailing chief engineer, he relates memorable and hilarious events from his college days, his fun filled days as a junior engineer on his first ship, – the joy, the fun, parties, and laughter as well as the tensions, anxiety and worries, and many rib tickling stories about his family and friends.

Here are excerpts from the book: GOLDEN DAYS AS A JUNIOR ENGINEER.

In this folder, I have written all pleasant memories of sailing as a junior engineer and also with family. It was very fortunate to have excellent support and encouragement from all officers and crew of my first ship. That factor alone can make or break a career in shipping.

You **(to leave)** the comfort zone of family, friends, and Mother Earth and **(to venture)** into a realm of unknown spheres, literally and figuratively. Some of my friends quit sea life after some traumatic experiences not with machinery or ship but with colleagues and superiors.

I wish to give a brief introduction to some terminology of shipping for the benefit of readers not conversant with shipping. All of you have seen the Hollywood *Titanic*. Imagine yourself to be standing at bow of the ship with hands stretched out and feeling fresh air and warm sunshine like in that famous scene in that movie.

Your left-hand side is called port side and right-hand side is called starboard side. Simply put, when you **(to face)** forward, left side is port and right side is starboard. Where you **(to stand)** with arms stretched out is called the bow of the ship. Where Kate Winslet wants to jump and commit suicide is called the stern of the ship.

Joining Ship

I thought that nothing could be worse than the summer in Bombay during May. Madras took offence and roasted me in June as I went to the agent's office to complete the ship-joining formalities. The agent dropped me at the gangway of the ship and left. I looked up and the gangway seemed to be set at 90° to the vertical to test my stamina and strength. The ship looked huge. I huffed and puffed and dragged my heavy luggage (uniforms, boiler suits, clothing) and managed to reach the peak.

My heart **(to beat)** fast not only from exertion but also from anxiety. All the stories of how the tough second engineers make fifth engineers with they were not born and how engineers bear a grudge against graduate engineers and harass them **(to play)** in nonstop mode in my brain. I **(to pray)** to all the gods to grant me a kind-hearted second engineer and entered the accommodation from the main deck. The sudden cool air felt wonderful. As I looked at the deserted alleyways, I found a door saying 'Engine Room'. I opened it and saw a man in a white boiler suit, white cap and sporting a walrus moustache. He **(to put)** on his shoes...

II. Translate.

Radar Re-Examined **by *Patraiko D.* in “The Navigator”. June 2014, Issue 6**

For many decades, radar has been a good friend of the navigator. Radar has been our eyes in the dark and restricted visibility and has allowed us to see, if not identify, targets that could be navigational hazards, or assist us with position fixing. It does not depend on the correct operation of external systems, such as GPS – and that is why we trust it.

Radar found its way onto merchant ships after the Second World War as an early electronic aid. Use of it grew slowly and with caution. In the 1960s, as radar became more common, radar-assisted collisions became a reality and, for the first time ever, equipment-specific training and revalidation was introduced by the IMO. In more recent decades, radar has improved remarkably with enhanced filters for clutter, effective auto tuning, colour displays and the benefits of new technology radar on S-Band. For many navigators, however, the true value lies in the fact that radar is largely autonomous and shipcentric.

So many of our current navigation aids (GPS, GNSS, Loran, AIS, etc.) are reliant on external sources that can be interrupted, intentionally or unintentionally. Yet radar is trusted, as the pulse is generated by the ship for the ship and has proved to be highly reliable. Modern radar returns very accurate images of targets and can be enhanced with many additional tools, such as trial manoeuvres, AIS, chart overlay/underlay, and the tried-and-tested ARPA. A comprehensive understanding of the functionality and reliability of radar and these enhancements is therefore essential for navigators.

Radar is an essential tool for safe navigation and improving situational awareness. Its use should be balanced with visual observation (in other words, looking out of the window), ECDIS and the many other available aids to navigation. Radar should, however, also be appreciated for its independence and reliability. Modern radar can be highly sophisticated and, in addition to any generic radar training that navigators receive, there is a real need for ship-specific radar familiarisation as specified in the ISM Code.

Radar can be your best friend in reduced visibility. So learn how to use it effectively, how far to trust it and how to balance its use with all the other aids to navigation. Most of all – the windows!

III. Build sentences with words from the text above.

To restrict, to allow, hazard, target, aid, to improve, current, reliable, to enhance, essential, comprehensive, available, to receive, to reduce, tool.

IV. Find in open sources the meaning of the abbreviations used in text above and beneath – GPS, IMO, GNSS, AIS, ARPA, ISM, VHF, OOW.

III. Put into subtitles and translate. Discuss the situation.

What happened?	The Scenario	Why did it happen?
What changes have been made?		

**Complacency and Distraction Lead to Grounding
in “The Navigator”. October 2013 Issue 4**

1. _____

A container vessel ran aground on a bank in the early hours of a winter's morning. Her second officer had stood the lookout down and relied on the electronic chart system to navigate. He became distracted by his mobile phone and failed to carry out a planned course alteration, leading to the grounding. Although the Master was able to refloat the ship, the second officer's lack of engagement in positioning caused easily avoidable damage and delay.

2. _____

The second officer was in charge of the bridge. He judged the weather conditions to be good and shipping traffic to be minimal with plenty of time before the course alteration needed to happen. Although all the information on the ship's position was available to him, he did not make use of it.

3. _____

The second officer was in charge of the bridge at the time of the grounding and had reported good conditions at sea, with few other vessels in the vicinity. About an hour before the ship ran aground, the lookout had been sent to stand-by in the crew mess as a result of the clement weather and lack of shipping traffic. He had taken this instruction to mean that he could go and get some sleep.

Meanwhile, the second officer had become distracted by the VHF and was texting prolifically on his mobile phone. He checked the ship's position only once when walking past the electronic chart display and did not cross-check it at all on either the paper charts or any other onboard positioning equipment.

It is thought that the second officer's text messaging activities distracted him further, so that the planned course alteration was missed, leading to the grounding about half an hour later. He only realised his error when he felt the ship's vibrations a short while later.

The Master was alerted, and managed to refloat the ship after an hour by pumping out ballast and using the bow and stern thrusters, plus the main propulsion. A subsequent diver survey revealed two breaches of the hull into water ballast tanks, so the vessel was released to sail to her destination for temporary repairs.

It was concluded afterwards that the OOW had relied too much on the electronic charting system for positioning, and that the equipment had only been used in a basic capacity. No cross-tracking, no-depth, no-go or waypoint alarms were set on the system. Neither did the paper charts have regular positions marked, although they were the primary means of onboard navigation. Fixes were recorded in the log, but these were only derived from the GPS by the second officer, despite navigational best

practice stating that positions always be cross-checked with independent sources.

4. _____

A recommendation was made to the ship's managers to review her ISM system to address navigational practice, electronic chart systems training and the use of mobile phones while at sea. Positioning procedures have been re-evaluated and officers reminded about the importance of remaining alert and avoiding becoming distracted while on duty on the bridge.

IV. Complete the following headings (taken from Παραλεομιδα Α.).

Position: _____	Course: _____
Position related to a mark: _____	Distance: _____
Bearing: _____	Speed: _____
Relative bearing: _____	Draught: _____

Buoy 018° on your port bow	8.5 meters	4 nautical miles	Our position bearing 140° from lighthouse distance 4 nautical miles
Pilot boat is bearing 250° from you	56° 22' North, 021° 02.5' East	140 degrees	15 knots

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “The Ship's Gyrocompass”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
reliable	trustworthy, safe	instead of	in exchange for
intricate	difficult	to replace	to substitute
schedule	timetable	to settle	to resolve
available	accessible	to reset	to return

What happened with the gyrocompass?

What does influence the work of a gyrocompass?

Why couldn't the crew members repair the compass by their own?

What is the main element of a compass?

What else does the compass contain?

How long did the crew settle the compass?

Retell the Video



UNIT 7 LEAVING THE PORT

Grammar Part

Explanation 1: We use Present Perfect, if we would like to express a process completed in the moment of speech. We do not refer to Past Simple in this case.

☐ I have written a text. vs I wrote a text. ☐

to have + Part. II

I	have	Part. II
He	has	Part. II
She	has	Part. II
It, this, that	has (not) +	Part. II
We	have	Part. II
You	have	Part. II
They, these, those	have	Part. II

Explanation 2: We often put words *already, yet, never, ever, recently, since, for, just* in Present Perfect. It does not mean, of course, that all of them indicate only Present Perfect. Be careful by setting them into a sentence. See their position below.

The Captain has *already (recently, just)* made the decision.

I have *never* been to London.

We have received the letter *yet*.

She has lived here *since* 2010 (*for* 10 years).

Have you *ever* been there?

Lexical Drill

I. Build sentences in Present Perfect by adding adverbs and prepositions.

I. The ship – to arrive – port.

II. We – to load – cargo – containers and crates.

III. They – to supply – provision.

IV. I – to complete – task.

V. The mate – to go – ashore.

VI. The Cook – to prepare – delicious food

VII. I – to check – navigational charts.

VIII. We – to send – a telegram – the Captain.

II. Put into subtitles and translate. Retell the text.

Taking risk responsibly Learning to plan Moving into gas and oil The preservation of marine assets

Mind that Rig
by Wood D. in “The Navigator”. 2013, Issue 3

Voyage planning is a fundamental safety-critical function in the world of ships and seafaring. Without proper voyage planning, ships could not do what they are designed to do. Why do we plan our voyages? Because we want to get from A to B safely.

1. _____

As a cruise ship officer, I worked my way through the various ranks until I was promoted to first officer/navigator. I joined a ship several years ago as first trip navigator with some nervousness. This was to be my first time in the hot seat. I was going to be the officer responsible for voyage planning onboard. The nerves soon went, and satisfaction took over as I successfully executed my first voyage.

I worked with the Captain on a one-to-one basis, absorbing every last intricate detail on navigation and voyage planning that he passed on to me. The bridge team followed the plan that I had crafted, deferring to me on many matters of navigation. This was truly rewarding. I immersed myself in voyage planning for the next three years, navigating the different ships that I served on all over the world.

It was a sad day when I was promoted. I would no longer hold the coveted title of navigator. They say that the two best ranks as a crew ship deck officer are the navigator and the Captain. I still worked closely with all of the first officers under me, passing on my own knowledge and experience.

2. _____

After leaving the world of cruise ships, I took up my current position with an oil and gas company, with literally hundreds of vessels and thousands of officers working for us. We are responsible for ensuring the safe operation of our vessels at all times, and of course the protection of our marine assets. When I speak of marine assets, I am referring to miles and miles of pipelines, well heads, offshore structures, platforms, jack-up barges, drilling rigs and the like.

One of the key elements that we focus on to achieve marine asset protection is voyage planning. Our unit carries out our inspection and audit regime with an unbeatable attention to detail. It is one of the most important aspects of our job. We do this by closely scrutinising voyage plans and ensuring officers' understanding of the identified risks in our area of operation. Our voyage plan checks are also closely aligned with our officer evaluations. This goes some way to help reduce the so-called 80% human factor attributable to marine incidents.

3. _____

One thing I hardly ever considered when I was a navigator was other fixed marine assets. I focused on planning to keep my own ship safe, looking at hazards in

relation to my ship only. I never gave much thought to assets belonging to someone else, or how a collision or grounding affecting an asset would be viewed by the owners; what their responses would be and how it would affect them. I suppose this is quite normal if you are not exposed to the various different elements that make up the wider world of shipping. I have often heard people talk of voyage planning being similar to risk management.

This is, in fact, precisely what it is and what we do. Our team incorporates a risk management strategy in our voyage planning checks. We identify and characterise threats assess the vulnerability of our assets to specified threats determine the risk introduce control measures. The system works very well for us and ensures that our assets are adequately protected.

4. _____

My advice is to plan your voyages to eliminate or minimise any risks, just as you would conduct a risk assessment. First you need to identify the hazards, whether they be pipelines or offshore structures, as in the oil and gas industry or the shallow water, weather, and heavy traffic that all mariners need to take into account.

When you assess the risk to these consider what impact could be on your ship, commercial infrastructure and the environment and then identify appropriate actions. This should insure that your control measures will result in increased distance from navigational hazards.

III. Translate and discuss the situation. Put words into gaps.

to undertake to leave to prevent to assess to continue to overtake
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Collision Course in “Navigator”. 2013, Issue 2

Just before 05.00, a general cargo ship collided with a bulk carrier in a busy shipping lane. The accident caused damage to both vessels and the leak of 60 tonnes of marine gas oil. Neither ship had a lookout on the bridge at the time of the collision, and the watch-keeping officers did not detect the other ship until it was too late. Radar and other bridge equipment were not used effectively enough by either ship to prevent the collision.

What happened?

The single hold general cargo ship was equipped with fully functioning navigational equipment and carried eight personnel. At the time of the accident, her chief officer was Officer of the Watch. Her Master had retired for the night some time before the incident, leaving no written night orders, as the ship was in a Vessel Traffic Services (VTS) area and the officers on duty all held certificates of competency. Visibility was good. The port radar was not in use and the chief officer had adjusted the starboard radar to provide a range of about nine miles ahead. Despite there being several targets on the screen, none was acquired on ARPA 1. _____ the risk of collision. The AIS also went unmonitored. Shortly before the incident, the cargo

ship's lookout left the bridge 2. _____ routine safety rounds. This left the post empty when the collision took place.

Onboard the bulk carrier, the chief officer was also Officer of the Watch, accompanied by an Able Seaman acting as lookout and a cadet being trained in navigation. Coincidentally, the bulk carrier's lookout was also not at his post when the two vessels collided, as he had been allowed 3. _____ to use the toilet.

The bulk carrier had started 4. _____ the other ship when the latter suddenly changed course. The chief officer attempted late evasive action, but failed 5. _____ the ships colliding. However, he did stop the two vessels colliding at the cargo ship's accommodation area, which could have led to far more serious potential consequences. Radar and bridge equipment were not being used to their full potential on either vessel.

Aftermath

After the collision, the Masters of both vessels hurried to their respective bridges. Both engines were stopped and communication was established between the two ships. No injuries were sustained on either vessel. Initially, it was not thought that much damage had occurred, and after investigation, the bulk carrier was allowed 6. _____ its journey. Further investigation revealed extensive damage to the cargo ship's starboard side shell plating, and it was estimated that around 60 tonnes of marine gas oil had escaped into the sea.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is "Starting up the Ship's Engine and Leaving Port". Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
proper	peculiar	gear	tool
to call on	to enter	wheel	helm, rudder
in order to	because	to escape	to flee

What does (un)mooring operation include?

When does departure procedure start?

Name the order of departure operation.

Name all auxiliary systems applied in the main engine.

Name briefly the order of starting departure in the engine room.

How many mooring stations can a ship fix?

Who is responsible for mooring?

Why does engine continue working during mooring operation?

Retell the Video



UNIT 8 BUNKERING

Grammar Part

Explanation 1: Many sentences *are built* in Passive Voice, like this. It happens if an object or a process are influenced from outside source.

to be + Part. II

I	am	Part. II		
He	is	Part. II		
She	is	Part. II		
It, this, that	is (not)	Part. II	+	by (with, through)
We	are	Part. II		
You	are	Part. II		
They, these, those	are	Part. II		

Explanation 2: The same rule is applied to the Past Simple.

to be + Part. II

I	was	Part. II		
He	was	Part. II		
She	was	Part. II		
It, this, that	was (not)	Part. II	+	by (with, through)
We	were	Part. II		
You	were	Part. II		
They, these, those	were	Part. II		

Explanation 3: In Present Perfect, the verb *to be* is getting *been*.

to be + Part. II

I	have been	Part. II		
He	has been	Part. II		
She	has been	Part. II		
It, this, that	has been (not)	Part. II	+	by (with, through)
We	have been	Part. II		
You	have been	Part. II		
They, these, those	have been	Part. II		

Explanation 4: In Future Tense, as well as by modal verbs, our scheme transforms the same way as in Active Voice + Part. II.

I	will (can, must, may, should) be	Part. II
He	will (can, must, may, should) be	Part. II
She	will (can, must, may, should) be	Part. II
It, this, that	will (can, must, may, should) be +	Part. II
We	will (can, must, may, should) be	Part. II
You	will (can, must, may, should) be	Part. II
They, these, those	will (can, must, may, should) be	Part. II

Explanation 5: In Past Simple, we get the following:

I	would (could, might) be	Part. II
He	would (could, might) be	Part. II
She	would (could, might) be	Part. II
It, this, that	would (could, might) be +	Part. II
We	would (could, might) be	Part. II
You	would (could, might) be	Part. II
They, these, those	would (could, might) be	Part. II

Explanation 6: We also express modality in Passive Voice with *have to be* + *Part. II* (or sometimes *to be* + *to be* + *Part. II*): The house *has to be built* = The house *is to be built*.

I	have (had) to be	Part. II
He	has (had) to be	Part. II
She	has (had) to be	Part. II
It, this, that	has (had) to be +	Part. II
We	have (had) to be	Part. II
You	have (had) to be	Part. II
They, these, those	have (had) to be	Part. II

Explanation 7: If we wish to point a subject or an object of main action, we add the construction *Passive Voice* + *by* (*with, through*): “The task *is done by* the Mate”; “The bread *is cut with* the knife”. Personal pronouns are put in Object Case – *by me, him, her, its, them, us, you*.

Lexical Drill

I. Build sentences in all possible forms of Passive Tense.

I. The ship – to load – in the port.

II. The cargo – can deliver – to the nearest destination.

III. The accident – to discuss – with the crew.

IV. The Cadet – to dismiss – because of bad competence.

V. The message – to send – next week.

VI. The log-book – to complete – as soon as possible.

II. Supply the correct titles (“Lessons Learned for Presentation to Seafarers”; also *Παράλειψη Α*. “Maritime English”, 2021. Vol. I. P. 248-249).

SINKING / NEAR MISS GROUNDING / HEAVY WEATHER DAMAGE-
FLOODING / MACHINERY FAILURE-ADRIFT / MACHINERY FAILURE-
EXPLOSION

(1).....

What happened?

A ship nearly ran aground when it was being navigated in pilotage waters with its autopilot in “automatic track keeping mode”. The ship was equipped with a sophisticated integrated bridge system which allowed the auto-pilot to make course alterations at programmed way-points. The system failed to initiate a course change, and when the ship was very close to running aground, the master engaged manual steering and turned the ship sharply to avert the grounding.

(2).....

What happened?

A single-hold general cargo vessel with a cargo of clay and manganese was en route to its next destination when the weather deteriorated and the winds became south-westerly at Beaufort force 10. A trim by the head was observed and an inspection of the cargo hold revealed the presence of water; however, the location of water ingress could not be determined. Pumps were deployed, but were unable to stem the vessel's increasing draft. The vessel was abandoned and it later sank.

(3).....

What happened?

The second engineer was in the engine-room carrying out some maintenance jobs when he noticed that the main engine's turbo charger was over speeding at a dangerous rate. Before he could reach the control room to shutdown the main engine, the turbo charger exploded. This was the second turbo charger explosion in four months, but no one was injured.

(4).....

What happened?

The 1972-built bulk carrier was intentionally grounded by its master after the ship took water into cargo holds Nos. 6 and 7 during cyclonic weather and seas. The water could not be removed by either the ship's fixed pumps or portable pumps lowered into the holds. All crew members were safely evacuated from the ship after the grounding

(5).....

What happened?

A four-engine twin-screw passenger vessel left port with all four engines running but

lost propulsion power some thirty minutes later and drifted dangerously close to land. The engines stopped because of the loss of water in the main engine cooling system and consequent overheating. There was considerable delay in restarting the main engines because of loss of air pressure from the air start system. The air compressor had to be shut down as the engineers prepared to restore propulsion power.

III. Complete the table.

Adjective	Noun	Verb
<i>high</i>		<i>heighten</i>
	<i>width</i>	
	<i>length</i>	
<i>broad</i>		
	<i>depth</i>	<i>deepen</i>

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Bunkering: Refueling Ships at Sea”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
apparently	evidently	hose	pipe, tube
replenishment	recovery	obvious	evident
starboard	on the right	spill	leakage

Why does the ship undertake bunkering operations in the open sea?

How much fuel is needed?

What does “bunkering” mean?

What was used as fuel before oil?

From what side has the bunkering barge approached the ship?

What explanations were given to the crew before bunkering?

Describe with your own words the process of bunkering.

Why did the Captain send the Engineer to the barge?

What sign indicates the readiness to bunkering operations?

Why does the crew collect the oil into a container?

Why do they measure the rate of fuel?

How long did bunkering operation last?

What is the last task for the Captain?



Retell the Video.

UNIT 9 WEATHER

Grammar Part

Explanation 1: If we compare two objects, we often use adjectives or adverbs for this purpose. We also can put them in absolute position.

This ship is *bigger* than that. Thus this ship is *the biggest*.

This ship is *more expensive* than that. Thus this ship is *the most expensive*.

Explanation 2: We add *-er* to a stem for Comparative Degree and *the --- -est* for Superlative Degree by simple monosyllabic words. Sometimes a consonant of such stems is reduplicated – *hot-hotter*; *big – bigger*. We change *-y* after a consonant to *-ier* and to *-iest* respectively – *happy – happier – the happiest*. We add *more (less)* to a stem and *the most (the least)* by multisyllabic words such as *beautiful* etc.

Explanation 3: Exclusions: *good – better – the best*; *bad – worse – the worst*; *much/many – more – the most*; *little – less – the least*. Two variants are possible with the difference in meaning:

old – older – the oldest (старый – старее – самый старый);

old – elder – the eldest (старший – старше – самый старший);

far – farther – the farthest (далекий – более дальний – самый дальний);

far – further – the furthest (далекий – более дальний + дальнейший (в переносном смысле) – самый дальний).

Lexical Drill

I. Put adjectives/adverbs into Comparative/Superlative Degree and translate.

Worrying Waves by Michael Grey in “The Sea”

The climate is changing, modern technology means **(much)** prevalent than and in the future, we are that we can observe they might have been in **(much)** likely to encounter meteorological conditions the past. That, naturally extreme weather – some- so much **(much)** accurate enough, matters to mariners, who have been thing rather nasty – be it tely, and over the whole earth, scientists are be trained to anticipate rough on land or sea. But surely earth, scientists are be trained to anticipate rough the climate is always **(good)** able to predict weather but may be altering, with great cycles probable outcomes. unprepared for the sheer of change being noticed One worrying feature of destructive power of giant ever since mankind started the worsening weather is waves which threaten serious structural damage. to notice weather? That that extreme or ‘rogue’ may be true, but because waves seem to be rather Rogue waves are no-

thing new. There are a number of places in the world where they have always been expected, such as around the Cape of Good Hope. Huge waves can be encountered here and big ships have been lost or seriously damaged. Even in modern times, we have records of one cargo ship having had its hull bent like a banana, while another giant wave in that area snapped off the entire bow of a fast cargo ship.

The North Atlantic produces its surprises too, with one of **(many)** graphic accounts of an encounter with an extreme wave being recorded by the master of the old *Queen Mary*. The shipmaster wrote of the ocean opening up ahead of the ship, her bow falling into the vast abyss of the trough and green sea sweeping her foredeck. It might be argued that these North Atlantic liners were designed for **(bad)** that the weather could throw at them, but this was evidently something special. Nowadays, the North Pacific, which has become a busy shipping route between the East and North America, is a place where the weather warnings are getting **(much)** frequent. Just recently,

shipping was warned of two dangerous weather systems producing waves of more than 60 feet.

It is a fact that more people are heading into places where extreme weather may be encountered, not least because of the popularity of cruising in high latitudes. There have been some very nasty incidents involving vessels sailing in waters off Cape Horn, with cruise ships being disabled after boarding seas had shattered the wheelhouse windows and flooded the controls.

How do we know that these extreme waves are becoming more common? In the past, we depended upon people actually witnessing and reporting them. However, today, some satellites are programmed to detect discontinuities in the sea surface, while meteorological buoys have been positioned in areas where they can detect these monsters.

(Good) weather reporting systems make it **(little)** likely that mariners will be surprised by these huge waves, which is important if damage is going to be avoided – especially to ships like heavy-lift ones carrying vulnerable loads

and containerships, where, with all that deck cargo, seafarers need to be kept aware of the risk of waves that could wash containers over the side. Some carry special radars that can detect dangerous waves in time for the ship to alter her course and speed. It must be noted that it is not just damage from boarding seas that is a matter of concern, but the temporary loss of stability that may occur when a ship is poised on the peak of a very large wave, with her ends temporarily unsupported, causing the vessel to start rolling with extreme violence.

Can ships be **(good)** designed to cope with **(many)** violent weather patterns? Certainly. For example, the vulnerability of bulk carriers to boarding seas in the 1980s resulted in reinforced hatch covers and the re-emergence of raised forecastles. Additionally, it is probably inadvisable to position the wheelhouse too close to the bow, or too low, if a ship is designed to operate in extreme weather.

Knowledge in the shape of the very **(good)** weather forecasts helps to keep people and ships safe, whatever the weather.

II. Put words into the gaps and translate.

along with	due to (2x)	despite	as per	during
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**Fogging up the View
in “The Navigator”. 2014, Issue 6**

What happened?

The departure of a bulk carrier was delayed 1. _____ thick fog. When conditions improved slightly, the vessel set off, but crossed the river quicker than anticipated. The pilot did not monitor the speed, and was not familiar enough with the onboard radar equipment to use it correctly. He and the bridge crew soon lost situational awareness in the fog and did not carry out a continuous radar watch 2. _____ the guidelines. The vessel collided with some moored barges before grounding in shallow water. Damage was caused to the hull and shell plating that took two weeks to repair.

Why did it happen?

Investigations into the incident found that the loss of situational awareness of the bulk carrier’s bridge team was instrumental to the grounding, 3. _____ their lack of knowledge about how to use the onboard radar equipment. The pilot’s attempt to establish the vessel’s position and speed using the radar was unsuccessful as he was not familiar with the set. Inappropriate settings on the radar meant it would have been difficult to identify the vessel’s position 4. _____ clutter.

In addition, the roles and responsibilities of the bridge team had not been confirmed before the vessel left its berth, 5. _____ the tricky conditions caused by the thick fog. As a result, no-one was instructed to keep a continuous radar watch, and the course and speed of the bulk carrier were not monitored closely enough 6. _____ the manoeuvre. The bulk carrier quickly ran into trouble and the fog caused the team to lose situational awareness, meaning that the erroneous course was not corrected, nor the alarm raised in time.

III. Put vocabulary into categories (taken from Παραλεομιδα Α.).

fog patches	variable	slight	moderate	cyclonic	backing	southern	rough
hail	veering	poor	showers	good	thunder	lightning	

WIND	SEA STATE	WEATHER	VISIBILITY

IV. Fill in the gaps with the words in the box.

rapidly	calm	hazard	locally	partly	dry	magnitude	wet
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1. Countries in the tropical zone have two seasons: a _____ season and a _____ season.
2. The pressure is rising _____.
3. The sea is _____; it is like a mirror.
4. The earthquake reached a _____ of 7.8 on the Richter scale.
5. Businesses are beginning to feel the _____ of the economic crisis.
6. WARNING. Maritime _____ in the area. Dangerous debris at your wake.
7. Rain showers are expected _____.
8. Tomorrow it's going to be _____ cloudy and cold.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Sailing the Rough Seas”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
forecast	prediction	lash	strap
thread	danger	toss	throw, pitch
to withstand	to resist	to bother	to worry, to disturb
hazard	risk	scary	fearful
to encounter	to meet	angle	slant
to capsize	to overturn	inevitable	unavoidable
appliance	device	sacrifice	offering

What is the most difficult task for a seafarer?
 What is the risk to sail through the rough sea?
 What has to be done to reduce the rough sea effect on the ship?
 How do the things become secured inside the ship in a bad weather?
 How does the rough sea influence on the human body?
 Why does the Captain stay awake?
 What is the weather forecast for the nearest time?
 Describe the feelings of the the crew while sailing through the rough sea.

Retell the Video



UNIT 10 ENTERING THE PORT

Grammar Part

Explanation 1: Many adjectives are used with prepositions. Below you find a list of such expressions. Notice that there is the verb *to be* before any case.

angry/annoyed/furious	ABOUT
delighted/pleased/satisfied/disappointed	WITH
bored/fed up	WITH
surprised/shocked/amazed/astonished	AT/BY
excited/worried/upset	ABOUT
afraid/frightened/terrified/scared	OF
proud/ashamed	OF
aware/conscious/suspicious	OF
good/bad/excellent/hopeless	AT
married/engaged	TO
sorry	ABOUT/FOR
impressed	BY/WITH
famous	FOR
responsible	FOR
different	FROM/TO
interested	IN
(in)capable	OF
fond	OF
full/short	OF
tired	OF
keen	OF
similar	TO
crowded	WITH

Lexical Drill

I. Put in the missing preposition.

- 1) We need heavy machinery _____ this job.
- 2) I am very fond _____ this port.
- 3) The sailor was sick _____ the fumes.
- 4) I am interested _____ what is inside that container.
- 5) This hold has plenty _____ ventilators.
- 6) The stevedores are good _____ their jobs.
- 7) Don't be careless _____ matches.
- 8) Are you sure _____ that information?
- 9) I was surprised _____ the reaction of the ship.

II. Put verbs in Passive Tense.

Bridging the Gap in “The Navigator”

Having been involved for more than 35 years in the navigation of ships, dealing with Pilots in my earlier years and with bridge teams in the latter ones, I believe I have a well-rounded perspective on this unique relationship. Pilots **(to expect)** to act, first and foremost, in the public interest and to maintain professional judgment independent of anything except what **(to need)** for maritime safety. The safe navigation of a ship obviously involves teamwork. This is especially true in waters where risks are such that compulsory pilotage **(to require)**. Pilots **(to expect)** to develop a cooperative working relationship with the Master and bridge crew. The same, of course, is also true the other way round. It is through this joint professional relationship that all parties **(best serve)**. IMO recognises this in Resolution A960, which states that: *Masters and Bridge Officers have a duty to support the Pilot and to ensure that his/her actions **(to monitor)** at all times.*

IMO formally encourages pilotage authorities to provide Pilots with appropriate training on bridge resource management, in order to facilitate communication and information exchange with the Master and the bridge team and to foster an effective working relationship in both routine and emergency situations. Pilots support this approach. Bridge Resource Management training for Pilots, known as BRM-P, **(specifically design)** to take fully into account the key role that Pilots play on the bridge of a vessel. In a BRM-P course, emphasis is on adapting practices to the particular resources that a Pilot will find on each vessel. The majority of pilot groups **(to train)** on BRM-P.

It is essential that the environment on the bridge supports focused attention on safe navigation. Administrative tasks, and the use of phones for private matters, are frequent distractions. These issues **(should address)** as part of regular bridge procedures. It is important, too, to have good communication between the officer of the watch and the Pilot, and for the OOW to clarify any concerns they may have about the passage plan or anticipated manoeuvres. Ultimately, my message is all about competence and about doing everything that **(can do)** to drive up levels of competence. This is the best and most effective way to ensure a harmonious relationship between a bridge crew and the Pilot arriving on board.

III. Study the fax message and answer the questions (taken from Grice T.).

Fax Message

PAN PAN. HURRICANE WIND AND HIGH SEAS IN METAREA 10. SITUATION

At 12.00 UTC Tropical Cyclone Melanie was centred within 30 nautical miles of latitude seventeen decimal three south longitude one hundred and sixteen decimal three east Recent movement: west southwest at 8 knots Maximum winds: 55 knots.

AREA AFFECTED

Within 100 nautical miles of the centre.

FORECAST

Maximum winds to 55 knots near the centre increasing to 75 knots by 12.00 UTC 30 December. Winds above 64 knots within 20 nautical miles of centre with very high to phenomenal seas. Winds above 48 knots within 35 nautical miles of centre with very rough to high seas and moderate to heavy swell. Winds above 34 knots within 100 nautical miles of centre with rough to very rough seas and moderate swell.

- 1) What tells you this is an ‘urgency’ message?
- 2) Who/what is ‘Melanie’?
- 3) Write out the position of the centre of the Hurricane in numbers.
- 4) How fast is the hurricane moving?
- 5) Which direction is the hurricane travelling?
- 6) Find words in the message that mean:
 - a) where the middle is
 - b) point (.)
 - c) unusually high
 - d) ocean surface waves
 - e) fastest/strongest
- 7) Which two of the following statements are true? (tick)
 - a) There are strong winds and high seas in a circle with diameter 200 miles. ☐ true ☐ false
 - b) Wind speed decreases towards the centre. ☐ true ☐ false
 - c) The seas are highest towards the centre. ☐ true ☐ false
 - d) Winds near the centre will be up to 55 knots. ☐ true ☐ false

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Our Ship Enters the Black Sea”. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
fatigue	exhaustion	surveyor	inspector
stuff	things	livestock	cattle
glimpse at	look at	to heave up	to lift

- Where is the ship maneuvering?
Whom is the Captain waiting for?
How long will the ship pass through the strait?
What job is making the crew meanwhile?
Whom is the Captain awaiting in the office?
How long will the ship be in the port?
What is the bearing capacity of the ship?
What will be delivered on the ship?
Where and for what purpose will it be transferred?
Why does the ship pass inspection without any issue?

Retell the Video



UNIT 11 CARGO OPERATIONS

Grammar Part

Explanation 1: Many verbs as well as adjectives are used with prepositions.

apologize	TO+FOR	dream	ABOU/OF
apply	FOR	happen	TO
believe	IN	hear	ABOUT/OF
belong	TO	laugh	AT
care	ABOUT/FOR	listen	TO
take care	OF	look	AT/FOR/AFTER
collide	WITH	pay	FOR
complain	TO	rely	ON
consist	ON	search	FOR
depend	ON	suffer	FROM
die	OF/FROM	wait	FOR

Lexical Drill

I. Put in the missing prepositions (taken from Παραλεομιδα Α.).

via	to	per	under	with	in	against	from
-----	----	-----	-------	------	----	---------	------

1. This appliance offers protection_____the cold.
2. People can die in the water_____hypothermia.
3. _____accordance with your instructions, we will relocate the equipment.
4. The company must make sure to comply_____international regulations.
5. _____SOLAS, lifeboat drills are obligatory.
6. Nowadays, ships communicate_____satellites.
7. The technical characteristics are applied as_____regulations.
8. According _____new standards, all officers must be fluent users of English.

II. Put in the missing prepositions and translate.

of(x3)	on	at(x2)	into
--------	----	--------	------

Inexperience and Poor Situational Awareness Led to Collision in “The Navigator”. 2020, Issue 23

What happened?

A frigate was heading south through confined waters 1. _____ approximately 18

knots. It was dark, but visibility was otherwise clear and weather conditions good. The frigate's officers notified the local VTS that they were entering the area. However, the vessel's AIS system was set in passive mode, meaning that no AIS signals were being transmitted.

About an hour after the frigate entered the VTS area, an oil tanker was preparing to leave a terminal in the same stretch of water and move northwards. VTS assumed that the two vessels were aware 2. _____ each other and would work together to avoid collision. The operator did not inform other nearby vessels of the tanker's intention to depart. The tanker's bridge officers spotted the frigate moving towards them but assumed that the OOW had seen them too and would change course.

Unfortunately, the OOW and two other key members of the bridge team mistook the deck lights on the tanker for a stationary object. They did not make use 3. _____ the technical tools 4. _____ their disposal to double check this, and proceeded as if the tanker was not moving. This brought them right 5. _____ the path of the vessel. No-one on the frigate was aware 6. _____ the mistake until it was too late. The two vessels collided, causing damage, water ingress and some minor injuries.

Why did it happen?

The OOW and other bridge officers on the frigate were young and inexperienced. Poor overall communication, organisation and teamwork further exacerbated the situation. The deck lights on the tanker obscured its navigational lights, making it harder for the frigate to identify it as a moving vessel. The frigate officers did not use technical aids to inform and correct their flawed situational awareness, relying instead 7. _____ their own perceived view of the situation.

The VTS operator received the report of the frigate entering the area, but did not monitor the area closely enough, nor inform vessels in the area of the tanker's intention to depart. The frigate's AIS was in passive mode, preventing the tanker or any other vessels from seeing transmitted signals.

III. Study and complete the task (taken from Grice T.).

South East Coast of England
Dover Strait Traffic Separation Scheme
Varne Bank
Wreck
First World War Submarine

Latitude 50°57'.841 N., Longitude 01°21'.622 E (wgs 84 Datum)

Mariners are advised that further to Trinity House Notice to Mariners 21/08 C13 dated 18th June 2008, the wreck of a First World War submarine, formerly laying in the above position in the SW bound lane of the Dover Strait Traffic Separation Scheme, south of the Varne Bank, has been relocated to position Latitude 50°57'.89 N., Longitude 01°23'.12 E.

The clearance depth over the wreck in the new position is in excess of 30 metres L.A.T. The works vessel Norma, the tug Eerland 26 and guard vessel THV Alert have now vacated the site.

Say if the statements that follow are true or false:

- | | |
|---|--|
| 1) This notice is for inland waters. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 2) There is a wreck located at Varne Bank. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 3) The wreck is new. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 4) This is the first notice about this wreck. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 5) The wreck has been moved. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 6) There is now less than 30 metres clearance over the wreck. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 7) Norma is a tug. | <input type="checkbox"/> true <input type="checkbox"/> false |
| 8) Vessels are now working in the area. | <input type="checkbox"/> true <input type="checkbox"/> false |

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Our Ship Stocks up on Food Provision for the Next Voyage”. Study the vocabulary. Watch and make the task below.

<i>Captain's words</i>	<i>Synonyms</i>	<i>Captain's words</i>	<i>Synonyms</i>
to feed	to give food	intense	extreme
to complete	to finish	to perform	to fulfill
to maintain	to support	to run out	to disappear
sludge	mud, fuel oil	to be in charge of	to execute
grease	lubrication	to take into account	to pay attention
consumption	use	to store	to keep
lobby	chamber	to zap energy	to take away
allocation	localisation	to range	to embrace
item	thing	recreation	rest, relaxation

How long will it take to complete the cargo operations?

What are the tasks for the crew this period of time?

What and why does the crew drill on a regularly basis?

What kind of essential job does the crew fulfill before the voyage?

Where is the provision stored?

What is loaded for recreational consumption?

Whom is the Captain awaiting?

Where will the ship sail?

Retell the Video



UNIT 12 PORT INSPECTION

Grammar Part

Explanation 1: Between a verb with fixed preposition can be an object.

accuse	someone	FOR
ask	someone	FOR
blame	someone/something	FOR/ON
borrow	something	FROM
congratulate	someone	ON
divide/cut/split	something	INTO
do	something	ABOUT
explain	something	TO
invite	someone	TO
leave	(a place)	FOR
point/aim	something	AT
prefer	someone/something	TO
remind	someone	OF
spend	something	ON
translate	something	FROM – TO
warn	someone/something	ABOUT

Lexical Drill

I. Put in the missing prepositions (taken from Παραλεομιδα Α.).

1. Responsible _____ safety.
2. He is _____ charge _____ Engine Department.
3. The ship is _____ command _____ this Captain.
4. I am _____ duty.

II. Put in the missing prepositions (taken from Παραλεομιδα Α.).

in	for	on	on	of	off	with	by
----	-----	----	----	----	-----	------	----

1. Keep a sharp look-out _____ persons in the water.
2. Do not take your head _____ covering whatever the weather.
3. Keep your life-jackets _____.
4. We have radio contact _____ rescue craft.
5. Vessels _____ the vicinity have been informed _____ our situation.
6. There are enough life-saving appliances for everyone _____ board.
7. Stand _____ on channel 9.

**Training the Next Generation
in “The Navigator”. 2017, Issue 15**

What interested you in a career at sea?

When I watched the movies *Titanic* and *Pirates of the Caribbean* I became fascinated by them and asked myself, “What if I could become a Captain?” I enrolled in one of the most prestigious maritime universities in the Philippines to begin my journey. I had to calculate positions using the stars, decode weather forecasts, learn about ship handling and manoeuvring and lots of other skills. I remained determined to go to sea and was encouraged by senior people in the industry talking about good wages, opportunities for responsibility and travel and job security at a young age.

What are the greatest rewards from your life at sea?

Rewards come after hard work and successful jobs. For me, I appreciate being able to travel and visit beautiful landmarks around the world. I have met a diverse group of people and nationalities on board ship, which has allowed me to learn about different cultures and personalities. The only thing I find hard is being away from my family for a long time.

How do you feel when you are in charge of a navigation watch?

The officer in charge of the navigational watch plays a big role in the bridge team. Nervousness, tension, stress and hesitation should be set aside for the safety of the crew and the environment. When I am in charge I feel confident due to my training and knowing that I am competent to navigate the ship in whatever situation she may face.

Tell us about a time when mentoring has helped you in your career.

During my first vessel assignment as a deck cadet I felt confused, anxious and homesick. Luckily, I was well supported by the Prospective Officer Training Program at Marlow Navigation, where I received my training. All the while I was at sea they stayed in contact and helped keep me motivated. I now act as a career development officer with Marlow Navigation and provide similar assistance and mentoring to new prospective officers. I am happy to be helping people as I was helped myself.

Have you had experience of mentoring other people during your career?

Before my current role as a career development officer, I acted as a peer facilitator and president of my intake when I was at university. It greatly helped me develop my interactive and communication skills with other people, understanding them, mentoring them and helping them find solutions for their problems.

What do you think are the greatest challenges for future navigators?

There are always challenges in life and the shipping industry is no exception. One challenge for us seafarers is innovation and technology. Technology advances very quickly and seafarers need to adapt and familiarise themselves with the new equipment on board ships. Another challenge is finding employment; the number of seafarers is growing rapidly each year and competition is high. If you keep your motivation high and your performance strong, however, you will have nothing to worry about.

IV. Translate and discuss.

How Poor Passage Planning Caused Significant Pollution When a Container Vessel Ran Aground in “The Navigator”. 2013, Issue 3

The Scenario

A container vessel carrying heavy fuel oil and various cargoes, including hazardous liquids, ran aground in a bay off the coast of an island. She was seeking calm waters to anchor and carry out repairs. Lack of delegation from her Master and poor passage planning led to the accident, which resulted in substantial localised pollution and damage to the hull and cargo. An attempted salvage operation was unsuccessful and the ship was declared a constructive total loss three weeks later.

Why did it happen?

Subsequent investigations found that sub-standard voyage planning was the cause of the accident. The Master had delivered only the most basic of pre-operation briefings, choosing instead to take on the majority of the task himself. He did not make use of his bridge team properly, not least in the monitoring stage of the process. As a result, communications were confused, and everyone had different ideas of what to do.

Any voyage planning the Master did carry out appeared to lack awareness of the vessel's position or speed. He was unfamiliar with the area and failed to take note of the available warning systems, such as the echo sounder. Instead, he seemed to navigate by eye, operating alone without engaging the support of his team. He did not allow sufficiently for the changing tides and winds and the anchorage he was attempting was difficult. Although he discussed the voyage plan with the ship managers, the chart he was using was small-scale and therefore not suitable for close-shore navigation. He did not consult the Mariners' Handbook, which advised that ships approaching the shore should take special precautions.

At the time the vessel ran aground, the Master was overloaded. His poor planning, lack of local knowledge and inability to delegate were found to be the direct cause of the accident.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Getting the Ship Ready for Port State Control Inspection”. Watch and make the task below.

*Make a plan of Crew's arrangements
before the port inspection*

Retell the Video



APPENDIX

DECK VS ENGINE DEPARTEMENT

I. Read and translate.

Nautical Science Vs Marine Engineering *by Karan Chopra in “Deck Officer's Handbook”, 2013*

Students interested in joining merchant navy are often confused between deck department and engine department – the two functioning entities on board ships. In order to have a successful career at sea, it is important you make the right decisions at the start. Degrees in nautical science or marine engineering are two ways in which one can get a job on ships. However, choosing between engine and deck side departments is one such decision that bothers students greatly.

How would you know which one to choose and what to expect from each?

Marine Engineering

Marine engineering is a field that deals with the engineering aspect of the maritime industry. Like any conventional engineering course, marine engineering is a four year course which prepares an individual to become an engineer on ships. Marine engineering is all about machinery on ships, boats, yachts, or any sea going vessel. There are several other technical streams that sprout out from this field. The curriculum of the course focuses on teaching specialized knowledge of both theoretical and practical marine and mechanical engineering.

Greater importance is given to impart skills and competencies that are required to operate and maintain machinery on board ships. The subjects taught in the first and second year of the course are almost the same as those taught in conventional mechanical engineering. However, the main aim is to introduce engineering sciences to the students and to make them understand the applications of those sciences in various aspects of marine engineering.

Nautical Science

While marine engineering makes an individual a ship's engineer, nautical science prepares a person to become a deck officer. Nautical science is a three years course after which the student joins a ship as a trainee deck officer. After completing sufficient time at the sea and clearing required competency exams, the officer climbs the hierarchy level. Nautical science imparts naval technology knowledge which is important to become a deck officer on board ships.

Theoretical and practical knowledge required for navigation, cargo operation, and ship maintenance and operation is taught during the three years course, along with exposure to some areas of humanities and social sciences. Hands-on training is extremely important as a deck officer and thus detailed procedure and maintenance techniques of importance deck machinery is an integral part of this course.

Captain: The highest authority on the ship, the rank of the captain is the most responsible on the vessel. All the key operations and decisions have to be taken with

the consent and knowledge of the captain.

Chief Officer: The Chief Officer, or Chief Mate as he is often called, is second in position to the Captain. He is in charge of the deck department and also the deck crew. He oversees all the cargo operations including its handling and stability. He is also responsible for training the deck crew in safety and rescue operations besides other emergency procedures.

Second Officer: Second Officer or second mate is responsible for all the navigation jobs and holds his rank below the Chief Mate. A second mate has the responsibility of maintaining the charts and also plots the routes for navigation. Although on various oil tankers a second mate may assist the chief officer for tank cleaning and maintenance as well.

Third Officer: A rank below the Second mate, a Third Mate may not be present on all ships, although all big vessels generally do have this rank onboard. The third mate is mainly responsible for all the safety related operations onboard which include regular maintenance of all the firefighting equipment and lifeboats.

Deck Cadet: A deck cadet is more of a nautical science graduate or trainee who works directly under the chief mate on the ship. Normally a deck cadet has to complete one full year of training on board under the senior ranks before he can apply for examination/promotion.

Boatswain: A Boatswain, pronounced as Bosun, is in charge of all the deck crew and he supervises the crew on board. Working in association with the chief mate, a bosun plans the tasks for the crew and oversees the work given.

Deck Fitter: A deck fitter is responsible for hot work and repairing/ fitting operations required and works under the chief officer.

Able Seaman: ABs, as they are fondly called, are the members of the deck department who keep watches along with the officers on the bridge. While sailing, the job of an AB is to carry out navigational duties on bridge, like maintaining the course and standing as a lookout during night watch.

Ordinary Seaman: The ordinary seaman, or the OS, is the lower rank on the deck side and is responsible for variety of duties on the deck. An OS is often required to wash and sweep the deck besides doing various deck side jobs like painting, scaling and buffing.

Trainee OS: He is a fresher in the deck department who works as a trainee and performs all the work required for an ordinary seaman.



II. Complete the ratings next to their duties (taken from Παραλεομιδα Α.).

Wiper	A/B (Able Bodied Seaman)	Bosun (boatswain)
Steward	Messmate	2 nd cook (assistant cook)
Oiler	Fitter	O/S (Ordinary Sean

_____ : I clean the galley, the mess and keep the living spaces on hoard tidy. I serve meals to officers and crew.

_____ : I am responsible for cleaning various engine spaces. I wipe down machinery and keep it clean. I am also a general handyman in the E/R, and assist officers.

_____ : I make rounds in the E/R and assist as directed by the officers. I am senior only to the wiper. My job is to oil and grease bearings and moving parts of the main engine and auxiliaries. Most of this work is now done automatically, of course, so I basically make sure this operation runs correctly.

_____ : I prepare and cook food.

_____ : I supervise all A/Bs during deck maintenance and repair. I usually work during the day. I am in charge of all deck ratings and answer directly to the Chief Officer.

_____ : My work is similar to that of the A/B, but I do no steering, and I concentrate more on cleaning. I still need sea time and additional qualifications before becoming an A/B.

_____ : I clean the officers' rooms and the galley area, I set tables, etc.

_____ : My work on deck involves chipping rust, painting lubricating fittings, cleaning various areas. I also stand a watch under the supervision of the OOW and I am responsible for keeping a lookout and steering the vessel. I carry out maintenance of deck rigging and machinery, such as the loading gear, cranes, ramps, doors, lifts and hoses, and the mooring equipment, such as the windlass, anchors, cables, wires and hawsers. The deck hands help me clean, chip, scrape, wirebrush. prime and paint the hull, bulkheads, decks, passageways, deck machinery or spaces.

_____ : I do sheet-metal work, welding and plumbing. I fabricate and install steel pipe work, which means that I do the measurement, preparation and installation of pipe work of varying lengths and diameters.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Deck or Engine?”. Watch and make the task below.

Make a plan of difference: Deck vs Engine.

Retell the Video



VLOG I CHIEF ENGINEER

Grammar Part

List of Verbs followed directly by Infinitives.

Exercise: Write a sentence for every verb as in the example.

afford agree arrange ask attempt claim decide fail forget hurry hesitate hope intend learn manage need offer proceed promise refuse remember seem start want	The company cannot <i>afford to buy</i> a new vessel.
---	---

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Taking Over as the Ship's Chief Engineer”. Watch and make the task below.

Make a plan of Chief Engineer's work.

Retell the Video



VLOG II DECK CREW

Grammar Part

List of Verbs followed by Pronoun/Noun + Infinitive.

Exercise: Write a sentence for every verb as in the example.

advise allow ask choose convince encourage expect forbid force help intend invite need order permit persuade prepare remind require teach tell urge want warn	The Captain <i>advised me to change</i> the course of the route.
--	--

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Cargo Ship's Deck Crew”. Watch and make the task below.

Make a plan of Deck Crew's work.

Retell the Video



VLOG III THIRD MATE

Grammar Part

List of Verbs followed by Gerund.

Exercise: Write a sentence for every verb as in the example.

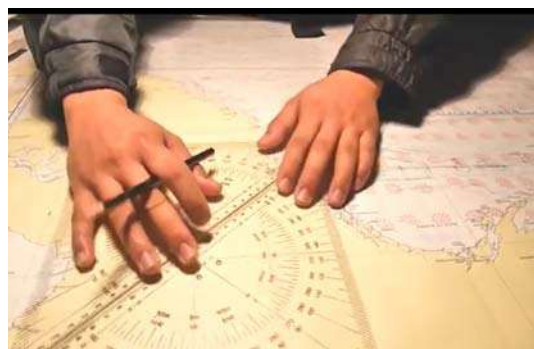
admit advise appreciate avoid consider delay deny deserve dislike enjoy find finish forget forgive imagine intend keep prevent recommend regret remember stop suggest	The steward <i>admitted helping</i> the stowaway hide in the ship.
---	--

Video Task

Find on youtube Chief Makoi Channel. The title of the video “Cadet Gets Promoted to Third Mate”. Watch and make the task below.

Make a plan of Third Mate's work.

Retell the Video



VLOG IV DECK CADET

Application letter for a job

Fill in the blanks with: *that* (2), *as*, and (4), *in addition*, *I believe that*, *so*, *if* (adopted from *Ηλία Π. Τσώνη*).

5, Volzhskaya Street,
Volzhsky 400121,
20th July 2021.

Attn: Second Officer,
AMEGA SHIPPING Co.

Dear Sir,

I am writing to apply for the position _____ your company has advertised in the Nautical Journal. _____ a third year cadet in the Astrakhan Marine Academy I am interested in immediate employment upon my graduation from the Academy. _____ I am particularly interested in the electronic and navigational systems _____ would appreciate the opportunity to work with those _____ learn as much as possible in this area.

In your job description you indicate _____ you wish to sign on a person with extensive training in computers _____ automation. I have taken a relevant course in a special programme organised by Astrakhan Academy. In addition, I have done a course on computers. _____ I have the qualifications needed to fill this position successfully.

The details of my education and work experience are outlined in the enclosed CV. I shall be in Volzhsky in August, _____. I can come to your office for an interview at any time _____ is convenient for you. _____ you require any further details, please let me know.

I look forward to hearing from you at your earliest convenience. I can be contacted at the above address or by e-mail (secondofficer@gmail.com).

Yours sincerely, Ivanov Roman. Deck Cadet

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “The Deck Cadet”. Watch and make the task below.

Make a plan of Deck Cadet's work.

Retell the Video



VLOG V MESSMATE

Damage Report

Fill in the blanks with: *consequently, then, during, looking, in addition to, and (2), while, due to, having (3), so, that* (adopted from *Ηλία Π. Τσώνη*).

M/V Captain Ivanov,
Astrakhan,
12th June, 2021

The Technical Department,
Alpha Shipping Co.,
Moscow, Naberezhnaya Street 3,
Russian Federation.

Dear Sir,

Re: Engine Breakdown, Spare Bearing

_____ our voyage from Astrakhan to Derbent on 20th June, at about 04.00 hours we were navigating under favourable weather conditions near Tyulenij Island, we experienced an engine breakdown _____ oil-pressure failure in the main engine.

_____ checked the situation, _____ opened the crankcase doors, we discovered white-metal chips below unit No.2. _____ we dismantled this unit and removed the main and connecting-rod bearing; _____ we realized that the main bearing had seized and needed re-metalling. _____, we placed a spare bearing, _____ ascertained _____ it fitted well, we continued our journey uneventfully.

_____ there is only one similar spare bearing left on board the vessel, you are kindly requested to make all necessary arrangements for the re-metalling of the worn out bearing at the next port of call, _____ supplying the vessel with a new one. _____ forward to your prompt action.

Yours faithfully, Voronov Yu. Chief Engineer.

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “Ship's Most Hardworking Crew Member?”.

Watch and make the task below.

Make a plan of Messmate's work.

Retell the Video



VLOG VI SHIP'S COOK

Read the text. Most lines have a word that should not be there. For the correct lines put a tick next to the number of the line; for the incorrect ones write the word that should be removed. The first ones have been done for you:

Main Engine Problem (taken from *Ηλία Π. Τσώνη*) (Extract from Fax Message)

During of our departure from Suez and more specifically just after	1..of...
I had completed our departure movements and set the main engine to FULL	2..V....
AHEAD from the Bridge Control, some irregularity was appeared in	3.....
maintaining speed control, which had been ordered by the position of the	4.....
Bridge Telegraph of lever.	5.....
Having ascertained this, we have transferred control of the main engine	6.....
to the control room of the engine room with a watch of officer on a twenty-	7.....
four-hour basis. The careful search that followed showed that the cause of	8.....
the problem was that the defective operation of the regulative lever.	9.....
After the problem was located and they fixed, we transferred control of	10.....
the main engine back of to the Bridge and made sure that the control	11.....
system was operating smoothly.	12.....
Although we are happy with the present operational in condition of the	13.....
control system, we are believe that an experienced Engineer should inspect	14.....
the engine of the vessel.	15.....
I hope that you will to take the above into consideration.	16.....
Yours truly, Kostas Korondzis.	
Chief Engineer	

Video Task

Find on youtube Chief Makoi Channel. The title of the video is “The Difficult Life of a Ship's Cook”. Watch and make the task below.

Make a plan of Cook's work.

Retell the Video



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